



Raise the Bar: Lead the World

Supporting Pathways to Multilingualism

Beginning with Early Learning

November 2, 2023

Presenters and Panelists



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Agenda

- Welcome
- Raise The Bar
- Early Learning for School Success
- Panel Discussion
- Resources & Future Learning Opportunities

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ACHIEVE ACADEMIC EXCELLENCE

- » Accelerate learning for every student
- » Deliver a comprehensive and rigorous education for every student

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BOLDLY IMPROVE LEARNING CONDITIONS

- » Eliminate the educator shortage for every school
- » Invest in every student's mental health and well-being

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CREATE PATHWAYS FOR GLOBAL ENGAGEMENT

- » Ensure every student has a pathway to college and a career
- » Provide every student with a pathway to multilingualism

Provide Every Student with a Pathway to Multilingualism

Objective: Provide all students with the opportunity to master another language.

Why It Matters

- English learners are one of the fastest-growing populations
- The number of people who speak a language other than English at home has tripled in recent decades
- According to *Ethnologue*, of the 115 indigenous languages spoken in the U.S. today, 2 are healthy, 34 are in danger, and 79 will go extinct withing a generation without serious intervention. Essentially, 99% of Native American languages spoken today are in danger.”
- As of 2019, there were 5.1 million English Learners enrolled in our nations' public elementary and secondary schools
- Adults who are multilingual have access to better jobs and higher pay
- Students who come to school with a language other than or in addition to English come with many assets; language, culture and funds of knowledge

Why It Matters Cont'd

- Multilingualism, as well as bilingualism, has significant academic, cognitive, economic, and sociocultural benefits
- Multilingual students have:
 - a broader and deeper vocabulary and they're better communicators and problem-solvers.
 - better memory, attention, and multitasking skills
- According to the 2020 U.S. Census Bureau, only 20 percent of Americans can converse in two or more languages, compared with 56 percent of Europeans. Experts estimate about half of the human race is bilingual, at least.
- Growing industries and sectors like healthcare, trade, education and technical services, employers are more likely to expect workers to have a 2nd language
- In the trade sector, employers are 59 percent more likely to expect workers to have a 2nd language. In education, that number is 57 percent. In professional and technical services that number is 55 percent. And 54 percent, among construction employers.

Key Levers to Provide Every Student with a Pathway to Multilingualism



EQUITABLE ACCESS FOR ENGLISH LEARNERS

Develop and implement processes that enhance oversight for the civil rights protections of English learners as well as related funding obligations for English learner services and promote evidence-based practices to address the barriers that English learners can encounter in education



DIVERSIFIED BILINGUAL/MULTILINGUAL EDUCATOR WORKFORCE

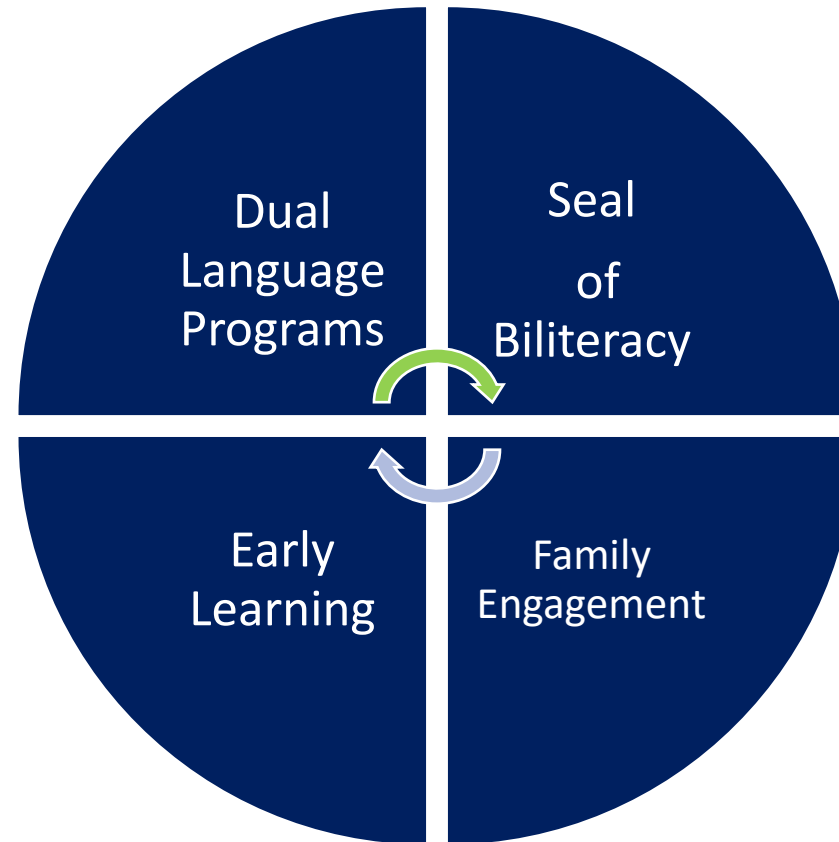
Provide technical assistance and funding opportunities and disseminate information about evidence-based state and local programs that are building educator workforce capacity, including Grow-Your-Own, teacher residencies, and apprenticeship programs; and support colleges and universities in prioritizing English as a Second Language and bilingual educator preparation programs for multilingual educators



QUALITY BILINGUAL EDUCATION FOR ALL

Increase access to high-quality language programs and highlight states and districts that are implementing evidence-based dual language programs and seals of biliteracy

OELA Priorities



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Kindergarten Sturdy Bridge
Accelerated Learning
Comprehensive and Rigorous Education



Preschool reduces achievement gaps and supports early school success.

- More low-income children could benefit from high quality early learning experiences that begin before kindergarten. Districts can play a leadership role in expanding access to preschool in both school and community-based settings, by using Title I, partnerships with Head Start, and other resources.

Kindergarten is the first at-scale early learning opportunity in a school setting for providing the supports and interventions needed to assure on-track development.

Children arrive:

- From diverse settings and experiences. Settings are voluntary, parent choice, of varying quality, and not resourced at scale.
- With a wide range of developmental and linguistics strengths, learning differences, developmental delays, and disabilities.
- With undetected and undiagnosed physical and behavioral health challenges.

Kindergarten is a key inflection point for early learning, early school success, and equity.

- Gap at the end of kindergarten is substantial and persists into and through elementary school.
- This means that kindergarten is predictive of which children will experience early school success and which will not.

Kindergarten is an important first step on the learning journey that should afford every student multiple pathways for high school graduation and career success.

- Focusing on critical touchpoints in a student's educational journey, including the transitions into kindergarten and first grade, and ensuring that the kindergarten year provides a strong foundation, lays the path for early school success.

Kindergarten presents an important opportunity to partner with parents and families to build the relationships, routines, and habits that are essential to early school success and everyday school attendance.

- Research confirms the strong connection between daily attendance and 3rd grade outcomes, especially for students from low-income communities.
- Students chronically absent in preschool and kindergarten are more likely to be chronically absent in later grades.
- Chronic absence disrupts learning and the habits and routines that are the foundation for acquiring early literacy and math skills.

Enabling Conditions for Success:

- An **equity lens** that focuses attention and resources on the most vulnerable populations of children
- Intentional and systematic **alignment for continuity** of services, supports, instruction, relationships, and data-sharing across the Pre-K-3 continuum
- Evidence-based, promising, and innovative **models of instructional and assessment practices**
- **Professional development and supports** for early educators, teachers, school leaders, and staff
- **Authentic partnerships** with parents, caregivers, and families
- **Interagency, cross-sector, and community-wide collaboration** that engages other public agencies, higher education, civic, community, private-sector, and social-sector stakeholders
- **Strategic blending and braiding of funding streams** to facilitate equity, alignment, and collaboration.

Panelists



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Q & A



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Office of English Language Acquisition Dual Language Learners in Early Care and Education

Early care and education impact children's transition to school, as well as their long-term social and cognitive growth (Belsky et al., 2018). National Academies of Sciences, Engineering, and Medicine, 2018). Access to quality early care and education is particularly important for dual language learners (DLLs), as these young people represent an important window for exposure and initial development of both English and their home languages (National Academies of Sciences, Engineering, and Medicine, 2017).² This fact sheet presents information about children under the age of 6 growing up speaking a language other than English at home. Disparities between DLL households and English language households in accessing high-quality, affordable, early care and education options are highlighted.

Early Care and Education Arrangement for Children by Language Spoken at Home in 2016

Arrangement	Percentage
Parental Care	40%
Center-based Care	29%
NHH	10%
Relative Home-based Care	19%
Multiple Arrangements	2%

Household Type	Parental Care	Parental Care + NHH
English Language Households	38%	51%
DLL Households	0%	51%

Figure note: NHH = Non-relative home-based care

DLL households were less likely than English (25%, compared to 31%) and more likely than (compared to 38%).

Did Parents Feel That Education or

English language families showed a higher level of satisfaction with the early care and education options available to them compared to the national average. By contrast, DLL families were equally likely to report that they were happy with their choices or that they did not know if there were satisfying options when they lived. Nearly half (43%) of the DLL families said they did not know how they felt about their early care and education options if children under 6. In comparison, only 26% of English language families gave this answer.

¹ Sources: Belsky, J., Vandell, D. L., Burchinal, M., Clarke-Stewart, K., & McCartney, K. (2018). *Early care and education*. Washington, DC: The National Academies of Sciences, Engineering, and Medicine. ² Data Source: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Infant/Toddler and Preschool Years (ECLS-I/T). Note: The original survey instrument fact sheet combines the two into "dual language learners" but

Oficina de Adquisición del Idioma Inglés Estudiantes de dos idiomas en educación y cuidado infantil

El cuidado y la educación infantil tienen un impacto en la transición de los niños a la escuela, así como en su crecimiento social y cognitivo a largo plazo (Belsky et al., 2018). El acceso a una educación infantil temprana de calidad es especialmente importante para los estudiantes de dos idiomas (DLL, por sus siglas en inglés), ya que estos años representan una ventana importante para la exposición y el desarrollo inicial tanto del inglés como de sus idiomas maternos (Academias Nacionales de Ciencias, Ingeniería y Medicina, 2017).² Esta hoja informativa presenta información sobre niños menores de 6 años que crecen hablando un idioma diferente al inglés en sus hogares. Se destacan las disparidades entre los hogares DLL y los hogares de habla inglesa en el acceso a opciones de educación y cuidado temprano accesibles y de alta calidad.³

Disposiciones de educación y atención temprana para niños por idioma hablado en el hogar en 2016

Disposición	Promedio nacional de hogares	Cuidado de los padres	Cuidado en centro	NHH	Atención domiciliar familiar	Arreglos múltiples
Hogares de habla inglesa	40%	31%	31%	11%	18%	2%
Hogares de DLL	51%	25%	25%	4%	19%	11%

Note: la figura: NHH = Atención domiciliar no familiar

Los hogares de DLL tienen menos probabilidades de inscribirse en cuidado y educación infantil en centros (25 % en comparación con 31 %) y más probabilidades que las familias que hablan inglés de depender solo del cuidado de los padres (51 %, en comparación con el 38 %).

¿Sintieron los padres que tenían buenas opciones de atención y educación temprana o programas para la primera infancia en 2016?

Respuesta	Promedio nacional de hogares	Hogares de habla inglesa	Hogares de DLL
Si	57%	60%	43%
No	17%	18%	13%
No lo sé	26%	22%	43%

¹ Sources: Belsky, J., Vandell, D. L., Burchinal, M., Clarke-Stewart, K., McCartney, K., & Owens, M. T. (2018). *How does long-term effects of early child care?* Child Development, 70(2). ² Data Source: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Infant/Toddler and Preschool Years (ECLS-I/T). Note: The original survey instrument fact sheet combines the two into "dual language learners" but

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English Learner Family Tool

NCELA
National Center for English Language Acquisition

Integrating Language Into Early Childhood Education

NCELA Teaching Practice Brief

Effective instructional practices, examples, and practice shifts
for early childhood education teachers

This is the second publication in a series of briefs that are designed to highlight promising practices for educators and other staff who support English learners (ELs) and their families with English language acquisition and the maintenance of native languages.

Upcoming Opportunities



- Listening Sessions with educators, parents and stakeholders
- [Supporting Multilingualism for All: Implementing the Seal of Biliteracy Part I](#)
 - November 6, 2023 @12:30 PM ET
- [Supporting Multilingualism for All: Implementing the Seal of Biliteracy Part II](#)
 - November 13, 2023 @12:30 PM ET

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Thank You!

